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ABSTRACT

The overall objectives and teaching techniques for the supplementary primary grade social studies units are described in SO 001 457. The specific objectives of this unit for grade three are: 1) to show that ethnic differences are superficial, that we are all human beings and differences are a part of the American heritage; 2) to explore the various meanings of Black Power; 3) to understand the background and achievements of the people of the past, present, and future; 4) to enhance the awareness of the customs, life styles, and backgrounds of the various ethnic groups; and, 5) to develop within each child a strong feeling of patriotism and democracy based on a strong knowledge of his American heritage, and a sense of dignity and self-respect. Each section on Blacks, Puerto Ricans, American Chinese, and the American Indian contains: 1) background on their native country including history, geography, culture and life styles, economy, and government; 2) American heritage or background; 3) current views and problems; 4) contributions of the group and specific individuals in politics, exploration, education, athletics, entertainment, humanities, business, and science and technology; 5) suggested activities; 6) student evaluation tips; 7) student and teacher references; 8) audiovisual aids such as filmstrips, music, films, recordings. SO 001 458 is the unit for grade two. (Author/SBE)

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STONEHAM PUBLIC SCHOOLS
STONEHAM, MASSACHUSETTS

EVERYBODY IS SOMEBODY

This supplement is to be used in conjunction with the third grade social studies curriculum.

Dorothy M. Feeley

STONEHAM PUBLIC SCHOOLS
STONEHAM, MASSACHUSETTS

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FOREWORD

This social studies guide is to be used as a stepping stone towards developing a new awareness among the children of today, concerning the multi-racial and multi-ethnic groups found in the society of a fast moving world, which grows smaller day by day.

The primary grade child faces a world in which he is confronted with many unknowns. This can be a traumatic experience unless he is armed with the proper tools to enable him to effectively perform his duties in his immediate environment and in the world which surrounds him.

It would be impossible to undertake a complete study of all ethnic groups at this time. Therefore, it is the responsibility of each teacher to select the area which best meets the needs of her individual classroom. With this purpose in mind she should try to give each child a sence of dignity and self-respect for his own heritage, which is too often overlooked.

I. Objectives

A. To show that all people in America have contributed to our nation's greatness.

B. To show that ethnic differences are superficial, that we are all human beings and that differences are a part of the American heritage.

C. To explore the various meanings of "Black Power".

D. To understand the background and achievements of the people of the past, present and future.

E. To become aware of the customs and backgrounds of the various ethnic groups.

F. To develop within each child a strong feeling of patriotism and democracy based on a strong knowledge of his American heritage.

II. Vocabulary

actor
actress
Black
century
colony
contribution
contributor
customs
democracy
discrimination
editor
education
entertainer
freedom
heritage
kayak
leader
lunar
massacre
minister
musician
national
nationalism
Negro
original
originate
plantation
plaza
prejudice
region
reservation
revolution
senator
slave
slavery
slums
societies
spiritual
tradition
tribe

Other words may be added as they appear throughout the units.

III. Suggested Approach

This area presents an excellent opportunity for each teacher to test her own creativeness and individuality when introducing minority groups in her classroom. Many doorways are opened through the media of stories, songs, records, filmstrips or discussion periods. Each child should be allowed to relate to the class any information which he has found concerning his own ethnic background.

Many children fail to realize that they have a family heritage, and that their great-grand parents, grand parents, father or mother were born in a country other than the United States.

With this new awareness they are readily motivated to a keen interest and begin to investigate deeper into their family roots.

IV. The Afro-American

A. Background in Native Country and in the World

1. Arrival in the New World.

2. Reasons for coming to the United States.

   a. Who were the Black Slaves?
   b. Where did they come from?

3. Discuss and locate the slaves of Ghana.

4. The importance of the family in Africa.

5. Reasons for dividing the family.

6. The slaves represented:

   a. Tribes
   b. Regions
   c. Cultures
   d. Traditions and types

7. Slavery in the South

   a. Life on a plantation

8. Slavery in Massachusetts

9. Slavery among the Puritans

10. The New England colonies in contrast to the southern colonies.

The first Negros were found living in Boston about, 1638. They settled in the north and west sides of the city near the State House and Beacon Hill.

B. Background in Boston

1. The Boston Negro's dream of freedom.

a. 1638

2. The Boston Massacre, 1770.

3. Establishment of the first Negro church in Boston

4. The Battle of Bunker Hill.

a. The importance of Crispers Attucks.

It was shortly after this period that the negros were able to get their first real look at politics and become office holders.

C. Current Views

1. The Black Revolution

2. Black Nationalism

3. The Black Power Movement

a. Discuss Dr. King's Dream

b. A real democracy for all people.

4. What is meant by the "Generation Gap"?

D. Current Problems

1. Color

a. Skin color has always been the main problem of the Blacks.

b. Society has formed the impression among its people that black is bad or evil, therefore, it has forced the Black to feel ashamed of their color.

2. Housing

a. Most of the Blacks crowd together in the slums of the big cities.

b. New Slums

c. Migration to suburbs

E. Contributions

1. Group

a. Spirituals

1. Began as songs of protest against slavery.

2. To many of these people the spirituals are sacred and they resent having them sung for fun.

b. Folk Songs

Individual negroes have achieved prominent places in today's society despite discrimination and the many hardships and prejudices which have followed them for centuries.

2. Individual Contributors

a. Civil Rights Leaddrs

1. Martin Luther King, Jr.

a. Foremost leader in the Civil Rights Group.

2. Mrs. Martin Luther King, Jr.

a. Has taken over work started by her late husband.

3. Charles Evers

a. N.A.A.C.P. leader

4. Julian Bond

a. First Black Representative in Georgia.

5. Malcolm X

a. Black Musslim leader

6. Stokely Carmichael

a. Originator of Black Power

b. Explorers to be Remembered

1. Mathew A. Henson

a. Explorer of North Pole

2. James Beckworth

a. Blacksmith, cowboy hunter, trapper

c. Educators

1. Mary Ferrill

a. First Negro woman to serve on a board of education.

8

2. Ida B. Wells

    a. Teacher, newspaper editor and owner

d. Well Known Entertainers

1. Marion Anderson - singer

    a. First Negro to sing at the Metropolitan Opera House.

2. Paul Robeson - singer

3. Signey Portier - actor

4. Count Basie - musician

5. Duke Ellington - musician

6. Pearl Bailey - singer

7. Bill Cosby - actor

8. Harry Belafonte - actor, singer

9. Lena Horne - actress, singer

10. Sammy Davis - actor

The children will readily add other names and information to this current, but incomplete list.

e. Outstanding Contributors to Modern Culture

1. Edward Brooke - first Negro senator

2. Adam Clayton Powell - minister

f. Athletes

1. Jackie Robinson - first major league base-ball player

2. Bill Russell - basketball player - coach of the Boston Celtics - now retired from basketball, 1970, at the age of 36.

3. Cassius Clay - boxer and Muslin minister

4. Jessie Owens - Olympic track star

5. Althea Gibson - tennis champion

6. Wilma Rudolph - Olympic track star

This represents a few of the negros who have contributed much to our society and are still moving forward with great success and recognition. They will be continually followed by many new comers.

V. Suggested Activities

A. Many of these activities may be adapted to other groups included in this supplement.

1. Write stories

2. Make murals showing:

   a. plantation life

   b. city life

   c. urban life

3. Draw pictures

4. Scrapbooks - showing accomplishments or contributions of the negro

5. Make a filmstrip of the negro showing his progress, past to present.

6. Make a map of the native country.

7. Make a map of the United States.

8. Locate both countries on a globe.

9. Learn songs native to the people.

10. Write and present a play to show the progress made by the negro.

11. A bulletin board display of current pictures and articles concerning the Black.

12. View suggested television programs as listed in manual.

13. Listen to records.

14. Learn songs of the people.

15. View films.

16. View filmstrips.

17. Read suggested books and stories.

18. Make picture dictionaries.

VI. Teacher References

A. The following is a partial list of teacher and pupil reference books. New books are continually appearing on the current market and on public library shelves.

1. Adams, Russell, Great Negroes Past and Present, Chicago Afro-American Publishing Co., 1964.

2. Green, Lorenzo, The Negro in Colonial New England, Port Wash, New York, Kennikat Press, Inc., 1942.

3. Hughes, Langston, Black Misery, Paul Erickson, Inc., New York, 1969.

4. Patrick, John J., The Progress of the Afro-American, Benific Press, Westchester, Illinois, 1969.

VII. Pupil References

A. Many of these books are available in the Junior Room of the Stoneham Public Library.

1. Adams, Russell, Great Negroes Past and Present, Afro-American Publishing Company, 1964.

2. Epstein, Sam and Beryl, George Washington Carver, Negro Scientist, Garrard Publishing Company, 1960.

3. Hughes, The First Book of Jazz, Educational Reading Service, Inc., Paramus, New Jersey.

4. Jaynes, Ruth, Watch Me Indoors, California, Bowman,1967.

5. McGovern, Ann, Runaway Slave, The Four Winds Press,1965.

6. Millender, Dharathula, Crispus Attucks, Bay of Valor, Bobbs Merrill Co., 1965.

7. Palmer, Candida, Snowstorm Before Christmas, Philadelphia, Lippincott, 1965.

8. Patterson, Lillie, Booker T. Washington, Leader of His People, Garrard Publishing Company, 1962.

9. Scott, Ann, Sam, McGraw, New York, 1967.

10. Showers, Paul, Your Skin and Mine, Thomas Y. Crowell Company, 1962.

11. Sterling, Dorothy, Tear Down the Walls, Doubleday, New York, 1968.

12. Vogel, Illse-Margaret, Hello Henry, Vanguard Press, New York, 1965.

B. The following Caldecott Award Books are currently in the Junior Room of the Stoneham Public Library.

1. Keats, Ezra Jack, The Snowy Day, Viking Press, 1963.

2. Montresor, Beni, May I Bring A Friend, Athenuim Press, 1965.

VIII. Filmstrips

A. The following is a list of filmstrips suggested for use in the classroom. These reflect multi-racial and multi-ethnic differences and portray children and adults of mixed racial background.

1. Going to America With the Immigrants, Educational Reading Service, Paramus, New Jersey. The story of immigrations to America up to the present.

2. American Negroes, Educational Reading Service, Paramus, New Jersey.
This filmstrip shows the life and times of eight great men and women dedicated to helping their people toward the road to freedom. Through education, bravery and deep belief, these men and women have played an important role in American history as they struggled to turn a dream into a reality.

a. Harriet Tubman

b. Frederick Douglas

c. Booker T. Washington

d. Jackie Robinson

e. Sojourner Truth

f. Martin Luther King, Jr.

g. George Washington Carver

h. Mary McLeod Bethune

IX. ongs Available in Our Music Series

A. Music for Young Americans Book[3]

1. I'm Going to Sing

2. Come By Here

3. Get On Board

4. Coming On a Rainbow

Many other songs are listed in this music series, but at other grade levels. Again, the teacher may employ those songs which best meet her needs.

X. Recordings

A. The following recordings maybe used in conjunction with any recordings of the great contemporary Negro artists now performing. (Belefonte, Armstrong, Calloway, Horne, Dixon, Hampton.)

1. Rhythms of the World, Folkways/Scholastic

2. Tambourines to Glory, Folkways/Scholastic

3. African Drums, Folkways/Scholastic

4. This is America, Kim Weston

I. Puerto Rico

A. History

Puerto Rico is an island in the Caribbean inhabited by Spanish-speaking people. Many of these people migrate to the United States with their dreams of a better life. Today, there are over 800,000 Puerto Ricans living in the United States.

It has been found that a large number of these people lack a good education and have a poor command of the English language. With this handicap they find it difficult to secure and maintain employment and sometimes find themselves breaking laws, only because they cannot read the language of our country.

The Labor Department in Puerto Rico has now established a department to help orient the people toward an easier adjustment before settling in their new country and trying to adjust to its environment.

II. Puerto Ricans

A. Geography of the Island

1. Puerto Rico

a. Size

b. Location

c. Population

B. Occupations

1. In the United States

a. Some students attend colleges and universities.

b. Other Puerto Ricans work in the steel mills.

c. Many work in the garment district in New York City and other large cities.

d. Some have become artists.

e. Others are singers and musicians of great renowm.

1. Graciela Rivera - operatic soprano

2. Jose Feliciano - singer

3. Jesus Maria Sanroma - pianist

4. Pablo Casals - cellist

C. Location of Puerto Ricans in Boston

1. South End

2. Stoneham

3. Surrounding suburbs

D. Government

1. As early as 1916 the Puerto Ricans were looking toward independence for their people.

a. Jones Act of 1916

1. Granted United States citizenship to all Puerto Ricans.

b. Amendment of Jones Act, 1947

1. Allowed Puerto Ricans to elect their own governor.

a. Luis Munoz Marin

E. Industry

1. Manufacturing

a. Clothing

b. Chemicals

c. Pharmaceuticals

F. Education

1. The importance of teaching English.

a. Special textbooks are prepared.

b. English as a tool for communication.

1. Now studied in grades one to twelve.

G. Athletics

1. Traditional pastimes

a. Horse racing

b. Cock fighting

2. Modern popular sports

    a. Baseball

    b. Basketball

    c. Boxing

    d. Boating

    e. Fishing

    f. Golf

    g. Skindiving

    h. Swimming

    i. Track

Baseball has become a major part of the Puerto Rican's life. Many are now members of the major and minor leagues of the United States. Others have achieved prominent places in track, tennis and boxing.

H. Current Problems

1. Occupationally restricted

    a. Language barrier still exists.

2. More women than men immigrate to the United States.

    a. Restrictions of the household do not allow women the opportunity to be exposed to American culture.

3. Lack of a good vocational background

I. Customs of the People

1. Puerto Rican culture is easily identified with Spanish customs.

    a. Language

    b. Architecture

        1. arches
        2. art
        3. balconies
        4. drama
        5. grillwork
        6. music
        7. patios

The Spanish influence is still found in family names.

Juan Gonsales Ramirez

1. Gonzales - stands for his father
2. Ramirez - stands for his mother
   He is then called Mr. Gonzales

Family ties are strong among the Puerto Ricans and include many groups of relatives from the mother, father and children to such groups as great grandparents, godmothers, godfathers, nieces and nephews. Big family reunions are popular and weddings, birthdays and holidays are celebrated in an elaborate manner.

J. Holidays

1. Most Puerto Ricans are catholic and observe the feast days of the Catholic Church.
   a. Holy Week
      1. Special observance
   b. Good Friday
      1. Procession
   c. Easter
      1. Begins on Holy Saturday with dancing and merrymaking
   d. Patron Saints
      1. Each town has its individual celebration.
   e. Christmas
      1. Combines old Spanish, American and Puerto Rican customs.

K. Contributors to American Culture

1. Luis Juero Chiesa - artist and illustrator of children's books.
2. Luis Munoz Marin - attended Georgetown University and was elected governor of Puerto Rico, died in 1967.
3. Luis Rivera Santos - Secretary of Agriculture and Commerce.
4. Dona Felisa - popular mayoress
5. Luis A. Ferre - one of the wealthiest men on the island of Puerto Rico.

This represents a partial list of Puerto Ricans who have contributed to the cultural improvement of their country. Many more will be introduced to the children for discussion in future units.

III. Suggested Activities

Many activities suggested in other sections of this supplement are applicable to the study of the Puerto Ricans. The teacher often enjoys employing her own ideas as they meet the needs of the children within her classroom. The children often enjoy tracing their own family heritage and presenting it in the form a a "family tree." A bulletin board display of "family trees" coordinated with original stories and pictures tends to make an interesting culminating activity.

IV. Pupil References

A. The following list of books are suggested for third grade reading.

1. Brenner, Barbara, Barto Takes the Subway, Alfred A. Knopf, New York, 1961.
   A Puerto Rican boy learns about the New York City subway.
2. Felt, Sue, Rosa-Too-Little, Doubleday, New York, 1950.
   Too little to have a library card of her own.
3. Prieto, Mariana, The Wise Rooster, Day, New York, 1962.
4. Rider, Alex, We Say Happy Birthday, Funk and Wagnalls, New York, 1967.
5. Rider, Alex, When We Go to School, Funk and Wagnalls, New York, 1967.
6. Simon, Morma, What Do I Say, Whitman, 1967.

V. Teacher References

A. Helpful tools during oral discussions.

1. Bowen, J. David, The Island of Puerto Rico, J. B. Lippencott, Philadelphia, 1968.
2. Cordasco, Francesco, Puerto Rican Children in Mainland Schools, Scarescrow Press, New Jersey, 1969.
3. Maisel, Albert, They All Chose America, Nelson, New York, 1957.
4. Senior, Clarence, The Puerto Ricans: Strangers - Then Neighbors, Quadrangle Books, Chicago, 1965.
5. Thomas, Piri, Down These Mean Streets, Knopf, New York, 1967.

VI. Filmstrips

A. Our Neighbors to the South

1. If You Were Born in Puerto Rico, Educational Reading Service, Paramus, New Jersey.

2. Historic Puerto Rico, Educational Reading Service, Paramus, New Jersey

3. Geography of Puerto Rico, Educational Reading Service, Paramus, New Jersey.

4. Puerto Rico's People, Educational Reading Service, Paramus, New Jersey.

5. Puerto Rican Agriculture and Industry, Educational Service, Paramus, New Jersey.

VII. Suggested Songs

A. The following songs may be found in our current music series, Music for Young Americans, Book 3.

1. Los Ninos En Espana

2. Mi Gallo

3. The Lamplighter

4. My Canary

5. My Burro

I. The Chinese

A. Background

The Chinese have always been an adventuresome people and it was this spirit which led them to immigrate to the United States in search of a better life.

The earlier immigrants came from the laboring class and were willing to work long hours for low wages. Their jobs were in hazardous areas which included dynamiting, cutting footpaths on dangerous mountainsides and working on the railroads.

At first very few women were allowed to enter the United States. The immigrant worker would return to his native land as soon as he saved enough money. He would then set up his own business and establish a farm for his family which he had originally left behind.

During the second wave of Chinese to America, the men brought their wives with them or sent for them as soon as they saved enough money for their passage. After the second wave of Chinese into America they began to migrate eastward and form their Chinatowns.

B. Location

At first the Chinese migrated to America for the sole purpose of making a fortune and then returning home in glory. On their return a new wave of Chinese would quickly replace them with the same purpose in mind.

The first Chinese to settle in the United States were found along or near the seaports and railroad centers where they would have access to transportation.

In Boston we have approximately 3500 Chinese living in an area known as Chinatown in the South End of Boston. Many have recently re-located in areas such as Brighton, Brookline and Newton. However, most all suburban areas find isolated families of Chinese now living in their towns.

C. The greatest problem facing the Chinese is the breakdown of their strong family ties.

There is also the estrangement between the parents and the children after the children are educated in American schools. Many parents continue to send their children to Chinese schools in an effort to instill in them a pride in their Chinese heritage.

The language barrier makes it difficult for a native-born Chinese-American to move from a Chinese community into American society.

D. Customs and Traditions

The Chinese Lunar Calendar is based on the lunar month which is the interval between full moons and the lunar year. Before the start of each lunar year there is much preparation in the home and business.

All Chinese people settle their financial accounts during the three periods set aside for this purpose.

1. New Year
2. Dragon Boat Festival
3. Harvest Moon Festival

After all debts are paid, people then put up new inscriptions on red strips of lucky paper, and new gate gods are erected on the double panels of the front door to guard the home.

E. Food

Chinese food has always reflected the culture and character of its people. Famine and feast have played an important part in their cooking over a long period of time.

Chinese food is high in nutrition, low in calories and well balanced with high protein seafood and vegetables playing an important part in their diet.

The Chinese combine three fundamental processes in their cooking.

1. water
2. oil
3. natural juices
   a. stir frying - for vegetables and seafoods, - similar to sauteeing - low vessels are used.
   b. deep frying - semi-circular pan is used.
   c. steaming - rice - heavy pots
   d. slow cooking - braising, stewing
   e. stewing - foods simmered in soy sauce
   f. roasting - large pieces of meat roasted on a rack to keep meat from resting in juices

The Chinese are lovers of a variety of food and on special occassions increase the variety to be served as well as the quantity.

F. Contributions to American Culture

1. The Chinese have contributed a great deal to American culture beginning with group contributions:

a. Agriculture

1. Rotation of crops
2. Bamboo and mulberry trees
3. Cattle breeding
4. Farming methods
5. Growing of fruit, nuts, trees
6. Irrigation
7. Soy bean and grape crops

b. Architecture

1. Garden planting
   a. Arrangement of walks, walls
2. Arches
3. Tombs
4. Walls

The art of China is a rich and lavish blend of all that was sacred in the traditions, customs and religion of its people. The charm, mystery and serenity of the East portrays a mood of dignity and calmness and has for many years remained restrained and dignified, showing the inner feelings, timeliness and eternal forces of nature.

c. Art

1. Paintings of animals and flowers
2. Painting of birds
3. Painting of trees
4. Designing vases
5. Scrolls
6. Making and designing various types of paper
7. Designing, carving, or painting
   a. silk
   b. ivory
   c. jade
   d. bronze
   e. lacquer
   f. glass
   g. porcelain
   h. enamel

d. Education

1. A mass education movement was started after World War I.

e. Literature

1. Libraries
2. Distionaries
3. Encyclopedias
4. Chinese Classics
5. Historical Studies
6. Poetry
7. Ballards

f. Medicine

1. Massage

g. Recreation

1. Jugglers
2. Acrobats
3. Marionettes
4. Professional Storytellers
5. Dolls
6. Kites
7. Maj Jong
8. Dominoes
9. Chess

h. Science and Invention

1. Painting
2. Mariner's compass
3. Silk textiles
4. Gun powder
   a. Explosives
5. Folding umbrella
6. Transportation
   a. Canals for small craft
   b. Sedan chair

G. Individuals who have contributed to culture.

1. Calvin Lee - Dean of Undergraduate Studies at Boston University.
2. Col. Wah Ching - Commander of the Boston Army Base.
3. Dong Kingman - one of America's outstanding artists, currently on the staff of, Artists School at Westport, Connecticut.
4. James Wong Howe - Hollywood camera-man, winner of Oscar in 1964, for Hud.

II. Teacher's Bibliography

A. This represents only a partial list of the many books that are available for teachers to consult for further information concerning the Chinese.

1. Gordon, Milton, M. Assemilation in American Life, Oxford University Press, New York, 1964.

2. Hsu, F.L.K. Americans and Chinese, Cresset, London, 1955.

3. Lee, Betty S. Mountain of Gold, Macmillan Company, New York, 1967.

4. Lee, Rose H. The Chinese in the United States of America, Hong Kong University Press, Hong Kong, 1960.

5. Marden, Charles F. Minorities in American Society, New York, 1962.

6. Ritter, Edward, Our Oriental Americans, McGraw Hill, New York, 1965.

7. Simpson, George E., Racial and Cultural Minorities, New York, 1965.

III. Pupil References

A. This represents an incomplete list of children's books available for enjoyable reading of Chinese culture and myths. Each day new books are appearing on store and library shelves which should further stimulate the interest and curiosity of many children.

1. Birch, C.,Chinese Myths and Fantasies, Walck, New York, 1961.

2. Bennett, L.,Chinese Folk and Fairy Tales, Putnam, New York, 1965.

3. Chang, I.,Chinese Fairy Tales, Barre Publications, Barre, Ma., 1965.

4. Friendlich, A., Old Mind and Liu Li-San, Harvey House, New York, 1962. Liu Li-San is kind to an old man, and is rewarded in an unusual way.

5. Holland, J., You Can Never Tell, Scribner, New York, 1963.

6. Hyndman, J., Folk Tales of China, Bobbs, Indiana, 1963.

7. Lum, P., Great Day in China, Abelard, New York, 1963. A small boy in China celebrates New Year's Day with his family.

8. Martin, P., The Rice Bowl Pet, Crowell, New York, 1962.

9. Mosel, A., Tikki, Tikki Lembo, Holt, New York, 1968. A story of how a boy's family learns that long names can be dangerous.

10. Rambea, China Boy, Field, Chicago, 1968.

11. Slobodkin, L., Moon, Blossoms and the Golden Penny, Vanguard, New York, 1963.

12. Yolen, J., The Emperor and the Kite, World, New York, 1967. The Emperor's eighth child is so small that no one remembers her. But the emperor and the Kingdom are saved by the eighth daughter who keeps him alive and rescues him by using her kite.

IV. Audio-Visual Materials

A. Films

1. International Communication Films (Doubleday)

a. China. Art of Leisure Cities in Transition Life on the Land

B. Filmstrips

1. Coronet Filmstrips

a. Seeing China. Agriculture
b. Seeing China. City Life
c. Seeing China. Education and Culture
d. Seeing China. History

2. McGraw Hill

a. China. The Old and the New
b. A Village in China Today

V. Recordings

A. Music of the Orient - Folkways/Scholastic
B. World Tour with Folksongs - Folkways/Scholastic
C. The World in My Mailbox - Folkways/Scholastic

VI. Songs

A. Songs available in Music For Young Americans.

1. Spring in China
2. In China

VII. General Evaluations applicable to each group studied

A. These may be carried on through group situations or by individuals.

1. Oral reports
2. Written reports
3. Crossword puzzles
4. Oral question and answer periods.
5. Written tests
   a. multiple choice
   b. matching individuals to contribution
6. Illustrations showing contributions of individuals or groups
7. Mural
   a. Then
   b. Now
8. Make booklets
9. Open-ended sentences for completion
10. Riddles giving information - others guess answers.
11. Armchair travel
    a. Find way to various areas and countries on world maps, state maps and local area maps.
12. Design and display models:
    a. People
    b. Homes
    c. Modes of travel
    d. Utensils used
    e. Clothing worn

I. Indians of Long Ago

A. Origin of the Indian

B. Origin of the word Indian

1. New England Tribes

a. The movement of these people across the land was slow. Due to the change of natural resources they were forced to live differently in each area.

1. Eastern Woodland Indians
2. Algonquin
3. Pawtuckets
4. Wampanoags
5. Nipmucks

2. Culture

3. Family Life

The ways of living and materials used by these tribes continually evolved from their natural surroundings.

C. Type of Dwellings

1. Type used in summer

a. How did the Indians build their homes?

1. Rectangular bark houses
2. Conical wigwams
   a. What materials were used for their homes?

2. In Winter

a. Dome-shaped wigwams of bent poles, covered with bark or woven mats.

3. Long houses

a. Made of logs

b. Used for councils

1. What purpose did the council serve?

D. Climate

1. Differences in climate and environment in the United States led to different patterns of living among the tribes.

E. Food

1. What did the Indians eat?

2. How did they get their food?

3. Most common foods eaten and raised by the Indian.

bear	pumpkins
blueberries	roots
corn	seeds
deer	squash
fish	strawberries
fowl (wild)	greens

Some of the tribes domesticated the turkey as well as the dog.

F. Type of Clothing Worn by the Men

1. Breech clouts

2. Tanned deerskin leggings, skirts and moccasins

3. Wampum belts and strings of beads

4. Animal skins and woven robes

a. How did their clothes differ from season to season?

b. When did they wear warbonnets?

G. Type of Clothing Worn by the Women

1. Short skirts, jackets, moccasins made of deerskin

2. Ornamented clothing

a. Decorated with beads and shells

H. Occupations

1. Agriculture

2. Pottery making

3. Basket weaving

4. Fishing

5. Hunting

6. Building

Most occupations were carried on by the men and women. Fishing was done in great abundance by the Indians of the northwest. Those living in the south became builders using adobe bricks and stone from the cliffs.

I. Tools and Utensils Used

1. Bows and arrows
2. Needle and fishbones
3. Stone hatchets
4. Awls
5. Drying frames
6. Pots
7. Baskets

J. Religions of the Tribes

1. Shamanistic
2. Shamen

K. Government

1. Head of Tribe
2. Councils
   a. Lead by the Elders

L. Modes of Travel Used

1. Dugouts
2. Canoe
3. Snowshoes

With the passing years many Indian tribes disappeared from the northeast section of the country. The colonists treated them harshly and they suffered from poverty, lack of education and discrimmination. However, they are not a vanishing group of people, actually their numbers are increasing. Many Indians have moved into the white man's world and are now carrying on the same occupations.

II. Indians of Today

A. Occupations

1. Farmers
2. Ranchers
3. Mechanics
4. Tradesmen

There are Indians living in social groups or on reservations in all the New England states except Vermont. In Massachusetts there are no Indian reservations but people are known to be living in areas throughout the state.

B. Locations in New England

1. Massachusetts

a. Mashpee Indians

1. Settlements in Mashpee, Yarmouth, and Waquoit on Cape Cod.

b. Wampanoags

1. Settlements near Gay Head, Plymouth County and Canton.

c. Nipmucks

1. Settlements near Worcester, Massachusetts; Grafton and Gardener.

Boston does not seem to have a definite Indian settlement. However, many Indians are found to be living in this area and follow high rise construction. They are sure footed and have excellent balance.

d. The Pennecooks

1. Live in the area of Pennecook, New Hampshire near the Pennecook River, but have no reservations.

The State of Maine still retains three reservations - two for the Pasmaquoddy Tribe at Pleasant Point on the bay and at Indian Townships at Big Lake, and one for the Penobscot Indians on the Penobscot River Islands near Old Town.

C. <u>Problems Still Confronting the Indians</u>

1. Standards of living must be improved.

a. Treaty making

b. Seeding of land

c. Rights of occupancy

2. Level of education must be raised.

3. Need for social and political integration.

a. Racial problem

1. Stems from lack of preparedness

4. Poverty among the Indians

D. Customs and Traditions

1. Ceremonies

a. Include feasting, dancing, prayers

b. Snake Dance

c. Sun Dance

d. Powers of the "medicine man."

1. The Shaman conducted religious ceremonies.

Many Indian ceremonies are held with the changing of the season.

E. Contributions

1. Food - is considered to be one of the Indians main contributions to the white man.

avocado	peppers
beans	pineapple
chocolate	potatoes
chicle	pumpkin
chewing gum	squash
corn	tomatoes
maple sugar	vanilla

The American Indians have also given many words to our language.

2. Language

adobe	skunk
arrow	squaw
canoe	succotash
caribou	teepee
chief	toboggan
hickory	tomahawk
moose	turquoise
paddle	wampum
papoose	wigwam
pecan	

F. Individuals Who Have Contributed to American Culture

1. Pocahontas - Chief Powhatan's daughter who saved Captain John Smith.

2. Massasoit - Chief of the Wampanoag Indians.

3. King Philip - Massasoit's son

4. Pontiac - an Ottawa Indian chief

5. Tecumseh - the greatest American Indian leader

6. Sitting Bull - most famous chief of the Western Sioux.

7. Geronimo - a leader of a band of "renegades" that plundered

8. Dr. Charles Eastman - a Sioux Author

9. Frank Medina - Cherokee athletic trainer and Olympic coach

10. Willard Stone - a famous Cherokee wood carver

Indian art has played a vital part in the culture of North America. The style has remained simple, unique and authentic. Pottery making and weaving have retained a high level, although in recent years the Indian has turned toward ceramic making in the southwest. Ornaments made of copper, stone utensils, and stone sculpture have been highly developed among these people. Basket making and weaving is a highly essential domestic item and is used in a range from domestic items to containers for burials.

In the southwest, wood carvings and statues were made by using tools fashioned from seashells and shark's teeth and having razor blade sharpness. The northwest tribes carved totem poles showing figures of animals and people depicting the stories of their ancestors.

III. Suggested Activities

1. Make bark wigwams and an Indian long house.

2. Construct a birch bark canoe and a dugout.

3. Make simple clothing and dress dolls in Indian costumes (include papoose and cradle).

4. List kinds of food eaten by Indians long ago with food eaten today.

5. Make Indian candy, boil pure maple syrup in small amounts and drop onto pieces of ice.

6. Pantomine Indians stalking game and spearing fish.

7. Pantomine Indian sign language.

8. Bulletin board depicting progress of the Indian.

9. Mural showing types of dwellings.

10. Booklets

11. Tour of various areas in Stoneham where Indians once lived (areas surrounding Spot Pond).

12. Reports on Indian sign language.

13. Write stories and include original drawings.

14. Show films and filmstrips.

15. Exhibit, pottery, arrows, arrowheads, beadwork, clothing, headresses, spears, jewelry.

16. Read stories

17. Tell stories

18. Invite visitor to the classroom who has an Indian background to talk to the children.

    a. Follow with a question and answer period guided by the classroom teacher.

19. Make headdress

20. Carve canoes

IV. Pupil References

A. The children will find the history, culture and art of the American Indian tribes reflected in the following list of books. They will also enjoy reading about the experiences, problems and decisions which confronted the Indian children.

1. Bleeker, The Apache Indians, Educational Reading Service, Paramus, New Jersey, 1968. An exciting story of the lives of the Apache Indian.

2. Bleeker, Indians of the Longhouse, Educational Reading Service, Paramus, New Jersey. Facts about the tribes in New York State.

3. Clark, Ann Nolan, In My Mother's House, Viking Press, 1941. A look at the world through the eyes of five Tewa Indian Children.

4. Clark, Ann Nolan, The Little Indian Basket Maker, Melmon Publishers, Chicago, Illinois, 1957. A story of how the Papago Indians used the bushes and plants of the Arizona desert for making baskets.

5. Hill, Clooscap and His Magic, Educational Reading Service, Paramus, New Jersey. Stories of the Wabanaki Indians of the northeastern woodlands.

6. Hofsinde, Robert, The Indian's Secret World, Morrow, New York, 1955.

7. Hofsinde, Robert, Indian Games and Craft, Educational Reading Service, Paramus, New Jersey. A book of games and crafts clearly illustrated.

8. Jane, Indian Island Mystery, Educational Reading Service, Paramus, New Jersey. Abbie, Jane and Eric prove the innocence of their Indian friend.

9. Parish, Peggy, Let's Be Indians, Harper and Row, 1962. Indian related activities to enable children to learn more about how the Indians lived.

10. Thompson, Getting to Know American Indians Today, Educational Reading Service, Paramus, New Jersey. A book that covers the everyday life of the American Indian today.

V. Teacher References

A. There are many more books available for use by the classroom teacher. These may be found in the Stoneham Junior High or Senior High School libraries or at the Stoneham Public Library.

1. Day, A. Grove, The Sky Clears, Macmillan, New York, 1951. A story about poetry of the American Indian.

2. Grant, Bruce, American Indians, Yesterday and Today, E.P. Dutton and Company, New York, New York, 1962.

3. Hagen, Frederick W., American Indians, Chicago, Universiey of Chicago Press, 1962.

4. Hannum, Alberta, Spin a Silver Dollar, Viking Press, New York, 1945.

5. Hofsinde, Robert, Indian Beadwork, William Morrow and Company, New York, New York, 1958.

6. Laurie, Nancy, The Indian Today, Mid-Continent American Studies Journal Volume 6, Fall, 1965.

7. Scott, Beryl and Paul, Eliza and Her Indian War Pony, Lothrop, Lee and Shepard, 1961. A story of the first white child born in Idaho and her life with the Indians.

8. Thompson, Hildegard, Getting to Know American Indians Today, Coward-McCann Inc., New York 1965. Indian life today and references made to outstanding individuals.

VI. Recordings

A. These records should be used to help promote a better understanding of Indian chants and legends.

1. The Enchanted Spring, Folkways/Scholastic Records, Englewood Cliffs, New Jersey. An American Indian Legend.

2. American Indian Dances, Folkways/Scholastic

3. North American Indian Songs, Educational Reading Service, Paramus, New Jersey.

VII. Films and Filmstrips

A. All children find the history and customs of the American Indians exciting and fascinating. Through the media of films or filmstrips they are able to receive a deeper insight into the cultural background of Indian life.

B. Indian Heritage, Filmstrip Unit, Educational Reading Service, Paramus, New Jersey.

1. Americans Before Columbus

2. Indian Children

3. Indian Homes

4. Indian Celebrations

5. Indian Legends

6. Indians Who Showed the Way

VIII. Music

A. Many Indian songs may be found in our music series.

1. Music For Young Americans

a. Song to the Seed
b. Corn Grinding Song
c. Prayer for Rain
d. Sioux Song
e. Sunset